

Language Census Instructions

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Submission Information

The Language Census is collected each spring. The purpose of the survey is to collect background and programmatic data on students from non-English language backgrounds enrolled in public schools in California. These data are collected on the R30-LC form. The submission of the R30-LC is required by the California Education Code and federal case law.

Who Completes the Language Census?

Submission of the Language Census for each school is a district responsibility and must be completed for every public school (grades kindergarten through 12) including community schools and community day schools. Most counties and a few districts administer schools that are jointly juvenile hall and community schools. In these cases, the Language Census must be completed for the community school students only. Based on federal case law, charter schools must also submit the Language Census or comparable data. The following types of schools are not required to submit a Language Census:

- California Youth Authority schools
- Preschools
- Juvenile halls and court schools (except for any Community School students, as noted above)
- Children's centers
- Adult schools
- Regional occupational centers

Changes to the R30-LC form

This year the content of the form has changed slightly, due to the new California English Language Development Test (CELDT). In Part 4 we have eliminated the section about Oral English Proficiency and added a section that will keep track of how many parental waivers are submitted and how many are granted. Part 4 is optional this year to allow schools and districts time to prepare for collecting and reporting this data, so that next year, when Part 4 is mandatory, the data will be accessible. We have also made some design changes to the form and included some additional instructions. The intent of these changes is to make the form easier to complete and to prevent errors.

Distribution of Language Census Materials

The Educational Demographics Office is distributing all materials for completion of the Language Census directly to both county and school district offices. These local education agencies (LEAs) will return the completed Language Census forms for all the K-12 public schools they administer or to which they have granted charters.

Each LEA has designated a local contact to receive and return the Language Census data to our office. The LEA has also notified us of whether the data will be submitted on paper or using our software. For software users, the LEA has decided whether or not to request paper forms for internal data collection only. These internal forms are intended to gather the required data from the schools so that the district or county office can enter the data into the software. We call these internal forms “working copies” and a blue label distinguishes them. LEAs that submit data to our office on paper forms will have white labels. LEAs should contact our office with any submission changes.

In distributing the Language Census materials to LEAs, the content will vary based on decisions each LEA has made.

- LEAs choosing **paper submission** will receive, for each K-12 public school, one *Language Census, Spring 2002 Form* (R30-LC), one set of *Language Census Instructions*, one set of *Frequently Asked Questions* and one preprinted white label.
- LEAs choosing **software submission and requesting internal paper forms** will receive, for each K-12 public school, one *Language Census, Spring 2002 Form* (R30-LC), one set of *Language Census Instructions*, one set of *Frequently Asked Questions* and one preprinted blue label.
- LEAs choosing **software submission and not requesting internal paper forms** will receive one *Language Census, Spring 2002 Form* (R30-LC), one set of *Language Census Instructions*, and one set of *Frequently Asked Questions*.

Software Submission

We strongly encourage you to complete and submit the census data using the LC Data Entry Assistant (LCDEA) software available at our web site. The software will be available by February 15, 2002. If you choose to use this software application, you do **NOT** need to submit any paper forms to our office. Internet access and Windows 95 (or later version of Windows) are required in order to use the software. For more information and to obtain the software, view our web site at: <http://www.cde.ca.gov/demographics/lc>

Return Information

Whether you use the LCDEA software or the paper form, the county or district office must submit data to our office for each of their schools on or before April 3, 2002. If you are completing a paper form, submit the data to your district or county Language Census Coordinator, per their instructions, in time for them to review and edit the form and submit it to the Educational Demographics Office by April 3, 2001 (see Page 1 of the R30-LC for the address).

If you are submitting your data on a paper form, affix the preprinted label to the R30-LC form where indicated at the top of Page 1, if it has not already been affixed for you. If there is not a label for a school, see the instructions enclosed with the labels or make your own label which contains the school’s CDS code, county name, district name, and school name.

R30-LC Page 1 Instructions

Label Information

Make sure the label for each school is correct. If there has been a name change or a change in the County District School (CDS) code, please contact our office for special instructions. If the school is not in operation at the time the Language Census information is collected, return the form or label to our office with an explanation as to why it is being returned.

Submission Options

- Check the first box on Page 1 of the R30-LC form if there are no English learners (EL) and no Fluent-English Proficient (FEP) students enrolled as of March 1, 2002. Next, complete the contact information and certification, and submit Page 1 of the form to our office by April 3, 2002.
- Check the second box if there are one or more English learners (EL) and/or fluent-English proficient (FEP) students enrolled as of March 1, 2002. Next, complete the contact information, certification, and parts 1-5. Submit the form to our office by April 3, 2002.

Contact Information

Print the name and phone number of the person completing the form and enter the current date. The contact person must be able to verify data entered on the form and to provide assistance to our staff if errors or inconsistencies are found with the data.

Certification of Language Census

All forms submitted on paper must be signed or submitted with a signed cover letter. If the district office compiles the school data, a cover letter certifying the accuracy of the data for all schools is acceptable in lieu of a certification signature on each form.

Primary Language Codes

Only those codes listed for the primary languages on Page 1 of the R30-LC form may be used in parts 1 and 5.

Definitions of terms used in Part 1 of the R30-LC form

English learner (EL):

A student for whom there is a report of a primary language other than English on the state-approved "Home Language Survey" and who, on the basis of the state-approved California English Language Development Test (CELDT), has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Fluent-English Proficient students:

Fluent-English proficient (FEP) students are those whose primary language is something other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were initially identified as FEP and students redesignated from English learner to FEP). FEP students are reported every year as long as they are enrolled at the school.

Primary Language:

A student's primary language is identified by the "Home Language Survey" as the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home. For the purposes of the Language Census, sign language is not identified as a primary language.

Language Code:

A language code is a two-digit number assigned to each primary language identified in California public schools.

Part 1 - English learner (EL) and Fluent-English Proficient (FEP) Students

Part 1 Column a – Primary Language Name

Part 1 Column b – Primary Language Code

Enter the language name and code for each primary language, other than English, spoken by students identified as English learners and/or FEP at the school. The primary language codes are listed on Page 1 of R30-LC form and the last page of these instructions. Use only the languages and codes shown on the Primary Language Code list.

If a student has a primary language other than English and it is not on the list, enter code 99, *All other non-English languages*. Combine all languages with a code of 99 onto one line.

Part 1 Column c – Type

Enter the number of students on either the English learner (EL) or FEP line.

Part 1 Columns d - r – Grade Level

Enter the number of all identified English learners and FEP students by grade level on the corresponding row of their primary language. Total each row and enter the sum in Column (r). Enter the grand total of English learners and FEP at the bottom of Column (r). Count each student only once. Do not estimate and do not include English-only students. Do not enter any zeroes or use tally marks on this section of the form.

If you are submitting on paper and there is insufficient space on the form for all the primary languages other than English spoken by students at the school, you may copy Page 2 and include the copy as an attachment. Please write "Attachment" at the top of the page and make sure the school name or CDS code is on the attachment.

Part 1 Row 1 – Totals – EL

For paper submission, enter the total number of English learners. Software users will have automated calculations.

Part 1 Row 2 – Total – FEP

For paper submission, enter the total number of FEP students. Software users will have automated calculations.

Part 2 - English learners' Instructional Information

If you have questions on Part 2, please contact:

- David Dolson, Language Policy and Leadership Office, (916) 654-3883; or,
- Jorge Gaj, Language Proficiency and Leadership Office, (916) 657-3677.

Part 2 Row 3 – Total English learners from Part 1, row 1, column (r)

Enter the total number of English learners from Part 1, Row 1, Column (r) of Page 2. This step will not be necessary for software users.

Section A – Number of English learners Enrolled in Specific Instructional Settings

Report all English learners placed in instructional settings required by Education Code 300-340. Count each English learner only once and report him/her in the column that most closely describes the placement of that student.

Special Notice: The total number of English learners reported in Row 9 must equal the total number of English learners reported in Part 1, Row 1, Column (r), of the R30-LC form. If you do not enter the correct number in Row 9, the form will be considered incomplete and may be returned for correction. Software users will have these calculations automated and will be warned if parts 1 and 2 do not match.

Part 2 Row 4 – Structured English Immersion

These are classes where English learners who have not yet met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English, but with a curriculum and presentation designed for children who are learning the language. For example, a school district may organize its Structured English Immersion setting to accommodate those English learners who score at the beginning and intermediate levels on the CELDT (EC 305 and 306(a)).

Part 2 Row 5 – Alternative Course of Study

These are classes where English learners are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law. The students enrolled have been (1) granted a parental exception waiver pursuant to EC 310 and 311; or (2) enrolled in any Alternative Education Program operated under the Superintendent of

Public Instruction's waiver authority (EC 58509) when such an alternative for English learners was established specifically to waive one or more sections of Education Code 300 through 340; or (3) enrolled in a Charter School program which offers any alternative course of study for English learners.

Part 2 Row 6 – English Language Mainstream Class - Students Meeting Criteria

These are classes where English learners who have met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled and provided with additional and appropriate services. For example, a school district may organize its English Language Mainstream setting (with additional and appropriate services) to accommodate those English learners who score at the advanced intermediate and advanced levels on the CELDT (EC 305; CCR T5 11301 and 11302).

Part 2 Row 7 – English Language Mainstream Class - Parental Request

These are classes where English learners, who have not met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English, are enrolled in an English Language Mainstream Class and provided with additional and appropriate services on the basis of a parental request.

Note: CCR 11301(b) permits a parent or guardian of an English learner to request, at any time during the school year, that a child placed in Structured English Immersion be transferred to an English Language Mainstream Class and be provided with additional and appropriate services. Enter in this column the number of English learners placed in an English Language Mainstream Class at the request of their parent or guardian.

Part 2 Row 8 – Other Instructional Settings

These are classes or any instructional settings other than those described in rows 4 through 7 of Part 2. The instructional settings described in rows 4 through 7 are those explicitly authorized by Education Code 300-340.

Part 2 Row 9 – Total English learners

Enter the sum of rows 4 through 8. Ensure that the total is the same as the total in Part 1, Row 1, Column (r). For software users, the calculations will be made electronically.

Section B - English Learners Receiving Instructional Services

Report all English learners receiving instructional services who have been placed in the instructional settings reported in Section A., rows 4 through 8. Only count each English learner once and choose the row that most closely describes the services received by him/her.

Special Notice: The total number of English learners reported in Row 16 must equal the total number of English learners reported in Part 1, Row 1, Column (r), of the R30-LC. If you do not enter the correct number in Row 16, the form will be considered incomplete and may be returned for correction. Software users will have these calculations automated and will be warned if parts 1 and 2 do not match.

Part 2 Row 10 – English Language Development (ELD)

In this row, count English learners who receive at least ELD instruction but none of the other instructional services in rows 11-13. ELD is English language development instruction appropriate for the English learner's identified level of language proficiency. Such instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of English learners. In this row, count only those English learners receiving ELD instruction from teachers reported in Part 5.

Part 2 Row 11 – ELD and Specially Designed Academic Instruction in English (SDAIE):

In this row, count English learners receiving, in addition to ELD as described in Row 10, at least two academic subjects required for grade promotion or graduation, taught through Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach used to teach academic courses, such as Mathematics and Social Science, in English to English learners and is designed to increase the level of comprehensibility of the English medium instruction. These English learners are not receiving primary language support or instruction as described in rows 12 and 13. Count in this row only those English learners receiving ELD and SDAIE from teachers reported in Part 5.

Part 2 Row 12 – ELD and SDAIE with Primary Language Support

In this row, count English learners receiving, in addition to ELD and SDAIE as described in rows 10 and 11, at least two academic subjects required for grade promotion and graduation, facilitated by Primary Language (L1) Support. L1 Support is the use of the student's primary language to clarify meaning and facilitate comprehension of academic content taught through SDAIE or mainstream English. L1 Support is not the same as Primary Language Instruction as defined in Row 13. Count in this row only those English learners receiving ELD and SDAIE instruction from teachers reported in Part 5 and who concurrently receive L1 support from the same or another instructor.

Note: Primary Language Support may be provided by any teacher or any bilingual paraprofessional who is supervised by a credentialed teacher. No specialized credentials or certificates are required.

Part 2 Row 13 – ELD and Academic Subjects Through the Primary Language (L1)

In this row, count English learners receiving, in addition to ELD as described in Row 10, at least two academic subjects required for grade promotion and graduation taught primarily through the primary language (L1). In kindergarten through grade 6 L1 instruction must be provided, at a minimum, in Language Arts (including reading and writing) and Mathematics, Science, or Social Science. In grades 7-12, L1 instruction must be provided, at a minimum, in any two academic subjects required for grade promotion and graduation. English learners reported as receiving L1 instruction may also receive SDAIE as described in Row 11. Count in this row only those English learners who receive ELD and L1 instruction from teachers reported in Part 5.

Part 2 Row 14 – Instructional Services other than those defined in rows 10 – 13

In this row, count English learners receiving some type of instructional service that while specifically designed for English learners, is an instructional service that does not correspond exactly to the program descriptions of rows 10-13. Instructional services reported on line 14 are those that vary either quantitatively and/or qualitatively from rows 10-13. For example, enter in row 14, English learners receiving only one period of SDAIE or Primary Language Support or Primary Language instruction but not the two periods required for reporting in rows 11, 12 or 13. Also enter in row 14 English learners receiving any services specified in rows 10-13 but where the services are provided by a staff member other than an authorized teacher or teacher in training reported in Part 5. Also report in row 14 those English learners who do not receive any of the services as described in rows 10-13 but who receive another type of instructional service specifically designed for English learners such as an Individual Educational Plan (IEP) developed for a Special Education English Learner. English learners reported in Row 14 may, but are not required to, receive the English learner instructional service from teachers reported in Part 5.

Part 2 Row 15 – Not Receiving any English learner Services

In this row, count all of the remaining English learners who have not been counted previously in rows 10-14. These English learners are not receiving any specialized instructional services as specified in rows 10-14.

Part 2 Row 16 – Total English Learners

Enter the sum of rows 10-15. Ensure that this total is the same as the total in Part 1, Row 1, Column (r) and row 9 of Part 2. This will be calculated electronically for software users.

Part 3 - Students Redesignated

Part 3 Row 17 – Students redesignated

Enter the total number of English learners redesignated as FEP since the last census (March 1, 2001). Include those who are no longer enrolled at the school (i.e., graduated or moved). These students are redesignated according to the multiple criteria, standards, and procedures adopted by the district and demonstrate English language proficiency comparable to that of average native English speakers.

NOTE: In future years, continue to count these FEP students in Part 1 if still enrolled in the school.

Part 4 - Parental Waiver of English Language Classrooms (Optional this year)

Pursuant to Education Code (EC) Sections 310 and 311, school districts are required to process waiver requests from parents or guardians of English learners who petition for enrollment in a bilingual education class or other generally recognized alternative course of study. On rows 18 and 19, enter all new and renewal waiver activity since the last census on March 1, 2001. Include in the counts waivers that were submitted before and were pending on March 1, 2001 but processed (transacted) after March 1, 2001.

Note that a waiver granted under EC 310 and 311 is not the same as a Parental Request reported in Part 2A, Row 7. Parental Requests refer to solicitations on the part of parents or guardians to have their child transferred from a Structured English Immersion setting and placed in an English Language Mainstream Class and provided with additional and appropriate instructional services as authorized by CCR 11301(b).

Part 4 Row 18 – Parental Waivers Submitted

Enter the total number of new and renewal parental waivers submitted pursuant to EC 310 and 311.

Part 4 Row 19 – Parental Waivers Granted

Of the total number of new and renewal parental waivers reported on Row 18, enter the total number of parental waivers that have been granted since March 1, 2001.

Note: The number reported in Row 19, total parental waivers granted, may not be greater than the number reported in Row 18, total parental waivers submitted. In Row 18 include all waiver activity, new and renewal, including those waiver requests submitted before March 1, 2001 but where a decision that was pending on March 1, 2001 and which were eventually transacted after March 1, 2001 (granted or denied). In Row 19 include all waivers; new, renewal, and pending, that were granted after March 1, 2001.

Part 5 - Teachers and Bilingual Paraprofessionals Providing Services to ELs

If you have questions on Part 5, please contact:

- David Dolson, Language Policy and Leadership Office, (916) 654-3883; or,
- Jorge Gaj, Language Proficiency and Leadership Office, (916) 657-3677.

Part 5 reflects the staffing requirements for services to English learners as described in the *2001-2002 Coordinated Compliance Review (CCR) Training Guide*.

Count each teacher and paraprofessional (aide) only once. Report in whole numbers regardless of full-time or part-time status (no fractions or decimals). If a teacher or aide works at more than one school, report the person at the school in which he or she spends the majority of time providing instruction. If the teacher or aide spends an equal amount of time at more than one site, choose only one site to report the person.

Caution: If a teacher holds a CTC bilingual, SDAIE or ELD authorization and is not providing services directly to English learners at the school, **do not report** the teacher in Part 5.

Section A - Teachers providing Primary Language Instruction to English learners and Bilingual Paraprofessionals

Identify the teachers who provide Primary Language instruction to students who were counted in Part 2, Row 13. In some cases students may be counted in Rows 10-12 and 14. If a teacher provides primary language instruction in more than one language, choose the language in which they instruct the most. Do not report this teacher more than once, do not use decimals to report their time, and do not list both languages on one line as a combination.

Part 5 Rows 20 - 27, Columns a & b – Language of Instruction

Enter the two-digit language code and language name for each language of instruction provided to English learners by a teacher and/or paraprofessional (aide). The language codes and names used in this section must correspond to the language of the English learners who were reported in Part 1 and Part 2B. Only the languages reported in Part 1 that have corresponding English learners may be reported in this section. For example, do not enter the language Vietnamese if there are no Vietnamese English learners reported in Part 1. Please refer to the last page of these Instructions or Page 1 of the R30-LC form for a list of language codes and names.

Part 5 Rows 20 – 27, Column c – Teachers with a CTC Bilingual Authorization:

Report teachers who provide Primary Language Instruction to English learners and who have:

- Valid Commission for Teacher Credentialing (CTC) Bilingual Crosscultural Language and Academic Development (BCLAD) certificates,
- Bilingual Cross-cultural Certificates of Competence (BCC), or
- Other CTC authorization for bilingual education including Emergency or Sojourn authorizations.

Part 5 Rows 20 – 27, Column d – Teachers in Training for a CTC Bilingual Authorization:

Teachers in Training are teachers who, on an interim basis, have been teamed with a bilingual paraprofessional (aide) to meet the primary language instruction staffing need in response to a district shortage of qualified bilingual teachers; or teachers who are documented to have the required language skills of the English learners (i.e., authorized foreign trained teachers providing content instruction in the native language) and not teamed with an aide. Each teacher should have completed or be currently enrolled in training that will qualify him or her for a bilingual authorization issued by the CTC. A description of the training program for these teachers should be included in the district's *Plan to Remedy the Shortage of Qualified Staff* or the most current *Staffing Plan Annual Report*.

Part 5 Rows 20 – 27, Column e – All bilingual paraprofessionals (aides)

Report all bilingual paraprofessionals providing primary language support to English learners. All paraprofessionals should meet district criteria that ensure paraprofessionals are (1) able to speak, understand, read, and write English and the primary language of the English learners; and are (2) familiar with the cultural heritage of the English learners.

Part 5 Row 28 – Total L1 teachers

Enter totals for rows 20-27 to indicate the total numbers of teachers for columns c and d. Also in row 28 enter the total number of bilingual paraprofessionals. For software users, this calculation will be made electronically.

Part 5 Row 29 – Total Teachers providing Primary Language Instruction

Enter the total number of teachers providing Primary Language Instruction to English learners enrolled in the school (the sum of row 28, column c and column d). For software users, this calculation will be made electronically. Note: a teacher should not be counted more than once in Part 5. The total entered in Row 29 should not represent a duplicate count of teachers.

Section B – Teachers providing ELD and/or SDAIE Instruction to English learners

Note: The purpose of Part 5, Section B, Rows 30-32, is to collect data on teachers providing SDAIE and/or ELD exclusively. In cases where teachers provide SDAIE and/or ELD in addition to primary language instruction, these teachers should be reported in Part 5, Section A, rows 20-27. Do not report any teachers who provide primary language instruction in Part 5, Section B, rows 30-32.

Part 5 Column a – SDAIE and ELD

Report teachers who provide both SDAIE and ELD in column (a). Do not report teachers in column (a) if you have already reported them in Section A., rows 20-27, as providing primary language instruction.

Part 5 Column b – SDAIE only

Report teachers who provide only SDAIE in column (b). Do not report teachers in column (b) if you have already reported them in Section A., rows 20-27, as providing primary language instruction.

Part 5 Column c – ELD Only

Report teachers who provide only ELD in column (c). Do not report teachers in column (c) if you have already reported them in Section A., rows 20-27, as providing primary language instruction.

Part 5 Column d – Total by authorization/certificate (columns a + b + c)

Enter the sum of columns (a) + (b) + (c). These calculations will be made electronically for software users.

Part 5 Row 30 – Teachers with a CTC authorization (CLAD or equivalent)

Include teachers who hold any valid CTC authorization for ELD and/or SDAIE, such as:

- Cross-cultural Language and Academic Development (CLAD),
- Language Development Specialist (LDS), or
- Supplementary authorization.

Also include any teachers who hold a CTC bilingual teaching authorization (BLCAD, BCC, Emergency, and Sojourn) who are assigned to provide ELD and/or SDAIE but not primary language instruction.

Part 5 Row 31 – Teachers with SB 1969 (or SB/395) Certificate of Completion

Include teachers who hold a SB 1969/395 certificate of completion of staff development training.

Part 5 Row 32 – Teachers in training for SDAIE or ELD teaching authorization

Include teachers in training who provide SDAIE to English learners and who are enrolled in either CLAD training or a SB 1969/395 staff development program with a SDAIE focus. Also include teachers in training who provide ELD to English learners and who are enrolled in either CLAD training or a SB 1969/395 staff development program with an ELD focus for self-contained classroom instruction.

Part 5 Row 33 – Total teachers providing ELD and/or SDAIE instruction to English learners

Enter the sum of rows 30-32. For software users, this calculation will be made electronically.

<p>Section C – Summary of Teachers Providing Instructional Services to English learners</p>
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This section summarizes data reported above. The summary should help you verify that no teachers have been counted more than once. Duplicate counts has been the most frequent error in Part 5 in prior years. Note: For software users, Section C will be completed electronically.

Part 5 Row 34 – Total number of teachers providing instructional services (Sum of row 29 and row 33)

Enter the sum of rows 29 and 33.

Language Code List

The following is a list of primary languages and codes used for completing the Language Census form R30-LC, parts 1 and 5. Only language codes listed may be reported on the R30-LC form. Please do not enter language codes created for your individual school data systems.

Primary languages not listed below are assigned code 99 (all other non-English languages). On Part 1 of the R30-LC form, aggregate all the students assigned code "99" on one row only.

Two changes were made to the Language Code List for 2002 (see below):

- The language Bosnian with a code of 58 was added; and
- Pilipino (Tagalog or Filipino) (code 05) was changed to Filipino (Pilipino or Tagalog), reflecting a change in the official name of the language.

For purposes of the data collection, sign language is not considered a primary language. Do not include it on the form.

If there is a language not listed below and that is spoken by 5 or more students designated as English learners or FEP students at your school, contact Dorothy Aicega in the Educational Demographics Office, at (916) 327-0208. It is possible that new language codes will be added in future years.

<u>Code/Language</u>	<u>Code/Language</u>	<u>Code/Language</u>
11 Arabic	22 Hindi	41 Polish
56 Albanian	23 Hmong	06 Portuguese
12 Armenian	24 Hungarian	28 Punjabi
42 Assyrian	25 Ilocano	45 Rumanian
58 Bosnian	26 Indonesian	29 Russian
13 Burmese	27 Italian	30 Samoan
03 Cantonese	08 Japanese	52 Serbo-Croatian (Serbian)
36 Cebuano (Visayan)	09 Khmer (Cambodian)	01 Spanish
54 Chaldean	50 Khmu	46 Taiwanese
20 Chamorro	04 Korean	32 Thai
39 Chaozhou (Chiuchow)	51 Kurdish	57 Tigrinya
14 Croatian	47 Lahu	53 Toishanese
15 Dutch	10 Lao	34 Tongan
16 Farsi (Persian)	07 Mandarin (Putonghua)	33 Turkish
17 French	48 Marshallese	38 Ukrainian
18 German	44 Mien (Yao)	35 Urdu
19 Greek	49 Mixteco	02 Vietnamese
43 Gujarati	40 Pashto	99 All other non-English languages
21 Hebrew	05 Filipino (Pilipino or Tagalog)	